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ABSTRACT

The report is an evaluation of the economic content and teaching strategies of social studies textbooks that are used in grades 7, 8, and 9. The study, conducted by the Center for Economic Education at the Lincoln Filene Center, Tufts University, was part of a kindergarten through grade twelve assessment of the treatment of economics in social studies textual materials made under the direction of the Joint Council on Economic Education. The primary purpose of the project was to provide information that might lead to an improvement in social studies texts. A committee of economists, secondary social studies teachers, and supervisors selected and analyzed 39 textbooks published after 1967 in the following categories: United States history, civics and government, urban problems and the city, world history and culture, world geography, and area studies. Content criteria used were those recommended by the Task Force Report. Major findings indicated that the ability to analyze economic issues will not be instilled by the materials. An absence of sequential concept development was also found, along with a failure to define basic concepts adequately. Related documents are SO 006 759, SO 006 761, and SO 006 762. (Author/RM)

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Economics in Social Studies Textbooks

An Evaluation of the Economics and the Teaching Strategies in Social Studies Textbooks, Junior High School (Grades 7-9)

George G. Watson, Jr., Hossein Askari, Philip E. Campbell, May E. Milliken and Daniel Ounjian

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1973

Joint Council on Economic Education

COMMITTEE MEMBERS

The committee responsible for examining the economic content of junior high school social studies textbooks consisted of two economists and three secondary school social studies teachers and supervisors.

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Preface

Economic education is becoming a reality in the school curriculum. Rapid progress depends, however, on several factors including teacher competence in the area and materials adapted to the particular maturity level of the students. We have always believed that economics is a continuing sequence of study beginning with grade 1 and continuing through the undergraduate years. Efforts are being carried out to improve economic education at all these levels.

Through the years, teachers have stressed the need for good materials to help in achieving economic understanding by their students. The Joint Council and other groups have attempted to fill this need as is witnessed by the variety of bibliographies we have produced. These cover pamphlet materials, audiovisuals, games and simulations, and children's stories. Numerous teacher's guides have been produced. All these materials have been helpful. But the fact remains that the basic material for student study is the textbook.

Because of this and because of its desire to contribute to better economic education, The Sears-Roebuck Foundation agreed to sponsor the first authentic evaluation of economics in the social studies textbooks, grades 1-12. The report would be another milestone in the Joint Council's efforts to be of assistance to authors, publishers and teachers. By such an evaluation, guidelines for new texts and revisions of old ones would be established and the improvements that have been made slowly over the years in texts would be immeasurably accelerated.

The Joint Council expresses its deep appreciation to The Sears-Roebuck Foundation for the support it has given to this project. This is but one of a number of projects for the improvement of economic education that have been made possible by the Foundation over the years.

We are indebted to those who prepared the reports and they are identified in the text. The assignment was difficult and time-consuming and called for critical judgments. George G. Dawson and S. Stowell Symmes of our staff, who prepared the introductory chapter and shepherded the project to completion, deserve our appreciation as well.

The Joint Council will make every effort to cooperate in making the recommendations of the report a reality.

April 1973

M. L. FRANKEL, *President*
Joint Council on Economic Education

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PART ONE

General Introduction

This General Introduction was prepared by George G. Dawson, Director of Research, and S. Stowell Symmes, School Services Program, Joint Council on Economic Education.

In late summer of 1971, the Joint Council on Economic Education began intensive planning for an analysis and evaluation of the treatment of economics in social studies textual materials used in the elementary and secondary schools.[1] Financial support was received from The Sears-Roebuck Foundation.

Purpose

The primary purpose of the project was to provide information that might lead to an improvement in social studies texts. Numerous studies have been made of textbooks in recent years. In 1968, for example, *A Report on the Treatment of Minorities in American History Textbooks* was produced by the Michigan State Department of Education in Lansing. In 1970, Robert D. Price and Thelma Spencer reported on "Elementary Social Studies Textbooks and Their Relevance to the Negro Child" in *The Social Studies* (April 1970). In 1971, Michael B. Kane's *Minorities in Textbooks: A Study of Their Treatment in Social Studies Texts* was published by Quadrangle Books, Inc. Also in 1971 Thomas E. Fox and Robert D. Hess of Stanford University shared with the Joint Council the preliminary results of their study of the treatment of race relations, income distribution, political processes and ecological practices in social studies textbooks for grades 3, 5 and 9. And, of course, Norman Townshend-Zellner's study, "A New Look at the High School Economics Texts," was published in the fall 1970 issue of *The Journal of Economic Education*.[2]

While the Joint Council attempted to learn from other textbook studies, examining their procedures as well as their findings, it also hoped to avoid some of the practices associated with earlier work. In particular, it should be

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[1]For a forerunner to this textbook evaluation project, see "Economics in the Schools: A Report by a Special Textbook Study Committee of the Committee on Economic Education of the American Economic Association," *American Economic Review*, 53 No. 1, Part 2 (March 1963), Supplement.

[2]For other examples of textbook studies see Elizabeth Burr, Susan Dunn and Norma Farquhar, "Women and the Language of Inequality," *Social Education* (December 1972), 841-845; Foundation for Change, *Racism Rating: Textbook Evaluation by the Mexican American Education Commission*, New York: Foundation for Change, 1972; Indian Historian Press, *Textbooks and the American Indian*, San Francisco: Indian Historian Press, 1970; Michael Kane, *Minorities in Textbooks: A Study of Their Treatment in Social Studies Texts*, New York: Quadrangle Books, 1971; Task Force on Racism and Bias, *Criteria for Teaching Materials in Reading and Literature*, Urbana, Ill.: National Council of Teachers of English, n.d.; Will Scoggins, "The Anti-Labor Bias in Schoolbooks," *AFL-CIO American Federationist* (December 1967), 10-13; Albert Alexander, "Does the American History Textbook Still Wear a Grey Flannel Cover?" *Social Education* (March 1969), 300-305.

clear that the purpose of the Joint Council was *not* to mount one more assault on already beleaguered publishers and authors. Nor was it intended to gain publicity through sensational headlines reporting gross inadequacies on the part of the producers of text materials.

The Joint Council's aim was entirely a positive one. In the judgment of most of the committee members participating in this study and of the Joint Council staff members involved, the social studies textual materials of today are vastly superior to those of ten or fifteen years ago. Most authors and publishers have done a superb job in making their materials more interesting, attractive, relevant, scholarly and in tune with the newer teaching strategies. The purpose, then, was to make a good job even better. Hopefully, authors and publishers will be able to strengthen and improve the economics components of their materials with the help of this report. Textbook selection committees in the schools will *not* be told which is the "best" book to buy, but the report will alert them to the kinds of things they should be looking for if they are concerned with better economic education. Classroom teachers will be apprised of the strengths and weaknesses which texts have in the area of economics, and will thus be able to capitalize on the former and prepare to compensate for the latter. Teacher-training programs, such as economic education workshops and regular courses in methods, can use the report as an example of how textbooks can be evaluated and perhaps as a model for trainees engaging in similar studies. Those interested in research in economic education will find the report of value in tracing the history of the teaching of economics at the precollege level, and again as a possible model for their own evaluation and research efforts. Finally, organizations such as the Joint Council will be able to identify areas for which supplementary materials are needed.

Committee Selection

Four committees were selected by the Joint Council to study the materials and prepare the data for the reports. The membership was to include both economists and educators familiar with conditions and teaching practices at the relevant levels. Each of these committees was based at one of the Joint Council's affiliated Councils or Centers for Economic Education. The Committee to Study Elementary School Texts, chaired by Donald G. Davison, was based at the Iowa Council on Economic Education, The University of Iowa, Iowa City. The Iowa Committee included, in addition to Davison, an Associate Professor of Economics at the University of Iowa, the Social Studies supervisor from the Des Moines Public Schools, and six teams of teachers from Iowa schools. Each of the teacher teams was made up of two or three persons representing different grade levels. Some of these teachers are winners of Kazanjian Awards for the Teaching of Economics. Davison and his associates have had vast experience in preparing economics materials for elementary school use and in testing and evaluating such material.

The Center for Economic Education at Tufts University in Medford, Massachusetts, provided the Committee to Study Junior High School Materials. Chairing the Committee was George G. Watson, Jr., Director of the Center and a social studies teacher in Winchester High School, Winchester,

Massachusetts. The other members included the Deputy Chairman of the Economics Department at Tufts University, an Assistant Professor of Economics at Tufts, a middle-school social studies teacher, and a former director of social studies from the Winchester Public Schools.

The Committee to Examine High School Textbooks in Government and Civics, Problems of Democracy, Geography, Anthropology and Sociology was located at Purdue University, under the direction of Dr. Dennis J. Weidenaar, Director of the Purdue Center for Economic Education. The other members were the Director of the Indiana Council on Economic Education, an Associate Professor of Economics at Purdue, and an Associate Professor of Social Studies Education at Purdue.

Dr. James B. O'Neill, Director of the Center for Economic Education at the University of Delaware in Newark, Delaware, assembled and led the Committee to Study Eleventh and Twelfth Grade United States and World History Textbooks. It included a member of the University's Economics Department, the Social Studies Coordinator of the Newark Public Schools, and a Professor from the University's College of Education.

How the Committees Functioned

The selection of materials for examination was not a simple matter. The general plan was to include social studies textual materials intended for use as basic sources of information for students, along with materials developed explicitly for student and teacher use in conjunction with the selected texts. Pamphlets, games, audiovisual aids and other supplementary learning materials were to be excluded. Since high school economics textbooks have been evaluated already (see the Townshend-Zellner report), and since textbooks devoted entirely to economics are uncommon at the elementary and junior high school levels, materials intended specifically for the teaching of economics were not included.

The elementary school committee concentrated on textbook series published in 1968 or later. The 1968 date is somewhat arbitrary, but it seems reasonable to conclude that materials published before 1968 will be dropped by many school systems within five years. The Committee could thus concentrate upon texts which are fairly recent and upon revisions of earlier publications. In effect, then, the books examined probably reflect those which will be used more frequently in the 1970's because they are available, are on adoption lists, or will be on such lists. Most of the series were produced by major textbook publishers with a nationwide market. To ascertain whether or not the selected books are indeed being used, the Joint Council sent a questionnaire to over 100 school systems, listing the texts and asking the respondents to indicate whether the series is being used in toto, in part or not at all. Although it cannot be said with great confidence that the 50 systems which replied represent a truly random sample of American school systems, they do range from small (less than 2,000 pupils) to very large (572,000 pupils). Total enrollment in the reporting systems approaches 2.5 million pupils. If we can assume that this is a representative sample, the results of the questionnaire indicate that the selected series are widely used. The elementary committee planned to examine 12 series, but reduced this to ten

when material they considered vital to two of the series could not be obtained. Unfortunately, some new material was not included because it was not available in time. (This includes, for example, the revision of Lawrence Senesh's *Our Working World* series, which was not in print until 1973.)

The junior high school committee compiled a list from Bowker's bibliography of textbooks in print, wrote major publishers for copies of the titles identified, requested information on any new material that might be available, and made personal contact with publishers' representatives at the annual meeting of the National Council for the Social Studies. As a result, 39 books were obtained and examined. Again, 1968 was used as the cut-off date. Although works intended for senior high schools are sometimes used in grades 7, 8 or 9, these were not taken into consideration by this committee.

After having examined the Bowker list, the Committee on High School Government, Problems of Democracy, Geography, and Sociology and Anthropology books wrote to state education departments in the ten most populous states in the nation, asking for lists of the textbooks used. Four states replied (California, Indiana, Texas and Wisconsin). Any book used by at least two states was selected for study. In addition, this committee examined some new materials which are well-known but were not reported by the responding states, possibly because they are too new to have been widely adopted. An example is the material emanating from the High School Geography Project. The final selections were checked with several specialists in social studies education, who affirmed that the choices were probably representative of the most widely used materials or of materials which will probably be adopted in many school systems. Nothing predating 1968 was included.

The Committee on High School History Texts found 62 books in the Bowker listing published since 1967. Since it was not possible to examine all of them, the committee decided to select a sample. They also chose one book published before 1967, because this text is so widely used that it would have been unwise to exclude it. Other criteria were that the books be representative of those widely used in classrooms throughout the nation, that the authors be persons "respected in their fields," and that the materials represent works in which history is reinforced by other social science disciplines. Furthermore, the sample would have to contain books representing (1) the traditional, historical narratives still used in many schools; (2) historical narratives enlarged to include other social science disciplines; and (3) materials in which critical thinking/inquiry skills are systematically developed throughout. Nine books on world history were chosen. (There were 16 world history texts in the Bowker list.) Of the 46 United States history texts in the Bowker list, ten were selected.

The Joint Council questionnaire described above (in reference to the elementary school materials) was also used for the secondary texts, and the results would seem to indicate that the works chosen by the junior and senior high school committees are fairly representative.

The major problem for the committees was the decision on how to make the analyses of the selected materials. While the project was still in the planning stage, members of the Joint Council staff met to discuss this

matter. This group attempted to spell out the duties of each committee, to establish criteria for assessing the economic content of the materials, and to develop a uniform work sheet for committee use. Each committee was charged with the responsibility of selecting the materials to be examined; of reporting on the range of economics included in the texts, the relative emphasis upon various aspects of economics found within the books, the quality of the presentation of economics, and the suitability of the economics components for the intended users of the textbooks; and making recommendations for improvements, if necessary.

In considering the adequacy and appropriateness of the economics components, the committees were advised to use as a framework the ideas and concepts listed below. (These were obtained from James D. Calderwood's *Teachers Guide to Developmental Economic Education Program, Part One*, which in turn reflects the content recommended by the well-known Task Force Report. Calderwood's booklet was published by the Joint Council in 1964. The Report of the National Task Force on Economic Education, *Economic Education in the Schools*, is available from the Joint Council at $1.50 per copy.) This content outline was used for common reference. It was *not* assumed that each book should have all the ideas in it, nor was it considered essential that each series contain every concept in the outline. The books were not judged against the Task Force Report. The Joint Council simply wanted to know what was included and what was not, so that recommendations for the production of supplementary material could be made.

ECONOMIC IDEAS AND CONCEPTS

I. The Importance of Economics and the Nature of Economic Understanding

A. WHY ECONOMICS IS IMPORTANT
1. Dealing with economic problems
2. Making economic decisions
3. Developing capacity to think objectively

B. WHAT ECONOMICS IS and WHAT IT IS NOT
1. Economics as a social science
2. Microeconomics and macroeconomics
3. Abstract reasoning
4. Scientific method and economic theory
5. Statics and dynamics
6. Value judgments
7. Economic skills

II. The Central Economic Problem in All Societies: Wants, Scarce Resources, the Need for Decision-Making, and the Need for an Economic System

A. ECONOMIC WANTS
1. Defined and identified

2. Their never-ending nature

B. CONSUMPTION, CONSUMERS, AND CONSUMPTION GOODS AND SERVICES
   1. Meanings of terms
   2. Consumption goods in contrast to capital goods

C. PRODUCTION AND PRODUCERS
   1. Need for production
   2. Meanings of terms
   3. Middlemen as producers

D. PRODUCTIVE RESOURCES *or* THE FACTORS OF PRODUCTION
   1. Land *or* natural resources
   2. Labor
   3. Capital goods *or* capital
   4. Entrepreneurship

E. THE PRINCIPLES OF PRODUCTION
   1. Technological progress
   2. Division of labor *or* specialization
   3. Labor productivity
   4. Saving, investment, and capital formation
   5. The principle of diminishing returns

F. SCARCITY AND THE NEED FOR DECISION-MAKING
   1. The basic fact of economic life
   2. Economizing or the allocation problem
   3. Opportunity cost

G. THE NEED FOR AN ECONOMIC SYSTEM
   1. An economic system defined
   2. Any economic system must answer four questions
   3. Economic systems vary widely

III. **The Modified Market Economy of the United States**

A. PRIVATE-ENTERPRISE ECONOMY
   1. Private enterprise
   2. Modified private enterprise or mixed economy
   3. Free enterprise

B. PROFITS AND THE PROFIT MOTIVE
   1. Profit
   2. The profit motive

C. THE CIRCULAR FLOW OF INCOME
   1. In general
   2. Between business and the public
   3. Between the public and the government
   4. Between savers and investors
   5. Significance

D. MARKETS
   1. The market as an institution
   2. Decentralized decision making
   3. The market as a mechanism
   4. The market as an organized situation permitting buyers and sellers to deal with one another
   5. Supply and demand interacting upon each other
   6. Some goods and services not provided through the market

E. DEMAND AND SUPPLY
   1. Demand
   2. Supply
   3. Elasticity of demand

F. PRICES
   1. Definition
   2. Determination
   3. Other terms
   4. Changes as regulators of a price-directed economy

G. COMPETITION
   1. Definition
   2. Characteristics of a competitive market
   3. Price competition
   4. Non-price competition
   5. Effects

H. MONOPOLY
   1. U. S. economy not one of pure competition
   2. Definition
   3. Economic significance

I. PUBLIC POLICY TOWARD MONOPOLY
   1. Responses to problem of monopoly
   2. Basic philosophy
   3. Dilemmas
   4. Case of government regulation of business
   5. Price fixing and quality control
   6. Economic significance
   7. Characteristics of regulated industries

J. ECONOMIC ROLE OF GOVERNMENT
   1. Modified private enterprise
   2. Regulatory function
   3. Allocation of resources through taxing and spending (public receipts and expenditures)
   4. Economic issues in deciding its extent (national defense, welfare, etc.)

K. OTHER MARKET IMPERFECTIONS
   1. Advertising
   2. Discrimination

IV. **Economic Growth and Stability**

A. ECONOMIC GROWTH
1. Increase in per capita output
2. Importance of rapid growth
3. Productive capacity as a limiting factor
4. Effective demand as a prerequisite

B. ECONOMIC STABILITY
1. Meaning
2. Inflation
3. Depression and recession
4. The problem

C. MEASURING THE PERFORMANCE OF THE ECONOMY
1. Household budgets
2. Balance sheet and income statement in bookkeeping and accounting
3. Social accounting *or* national income accounting
4. Gross National Product
   - Rate of growth
   - Real GNP *or* real output
5. National Income
6. Personal and Disposable Income
7. Index numbers

D. MAIN FORCES DETERMINING THE LEVEL OF NATIONAL PRODUCTION AND INCOME
1. Changes in total spending or total effective demand
2. Fluctuations in private investment *or* business spending
3. Variations in consumer spending
4. Dynamic interdependence

E. FISCAL POLICY FOR ECONOMIC STABILITY
1. Fiscal policy
2. Government spending
   - Government purchases of goods and services
   - Transfer payments
3. Tax changes
4. Compensatory fiscal policy
   - Federal budget
   - Budget surplus or deficit
5. National debt and public debt

F. MONEY, BANKING AND MONETARY POLICY FOR ECONOMIC STABILITY
1. The nature and functions of money
   - Demand deposits *or* checking accounts
   - Money as a medium of exchange and as a standard and store of value

   Money spending and the velocity of circulation

2. Where does money come from?
    - Lending and investing activities of banks
    - Credit and debt
    - Bank reserves
3. How does the government try to control the money supply and for what purpose?
    - Federal Reserve System
    - Monetary policy *or* monetary management
4. Effectiveness of monetary policy
5. The role of gold
6. Cost-push and administered price inflation

V. Distribution of Income

A. MARKET DETERMINATION OF INCOME
1. Money incomes
2. Real incomes
3. Differences in income

B. ECONOMIC JUSTICE
1. Inequality in income distribution
2. Redistribution of Income

C. ROLE OF PROFITS

D. PERSONAL DISTRIBUTION OF INCOME

E. LABOR, WAGES, AND LABOR UNIONS
1. Labor productivity
2. Real wages and money wages
3. Unions and collective bargaining

F. FARM INCOMES

G. THE DESIRE FOR ECONOMIC SECURITY

VI. The United States and the World Economy

A. IMPORTANCE OF WORLD TRADE AND INVESTMENT TO UNITED STATES
1. Exports
2. Imports
3. International investment

B. BASIS OF WORLD TRADE

C. ECONOMIC PROBLEMS IN WORLD TRADE
1. Foreign exchange rates
2. The Balance of Payments
    - Deficit in Balance of Payments
    - Exchange control

3. Tariffs
   Protecting new industries
   Providing economic self sufficiency
   Protecting jobs and wages of domestic workers

VII. Other Economic Systems

A. THE SPECTRUM OF ECONOMIC SYSTEMS

B. THE CHANGING NATURE OF ECONOMIC SYSTEMS

* * *

The Joint Council staff members also selected a few textbooks at random and examined them in an effort to arrive at a feasible method of analysis. The result, after considerable trial and error, was a work sheet containing six columns with the following headings:

1. What concepts, generalizations and principles are treated?
2. Are the concepts important and treated in an analytical manner?
3. Is the order of the economic content systematic?
4. Are the economic concepts, generalizations and principles defined, stated or explained accurately?
5. How understandable and interesting is the treatment of the economics for the intended audience?
6. How useful are the teaching aids?

Other information called for on the work sheet included the authors and titles of the books, copyright date, number of pages (total), number of pages devoted to economics, courses and grade levels for which the materials are suited, and the name of the evaluator. Evaluators were also asked to attach to the work sheets statements summarizing their judgments and recommendations. A detailed statement of what was meant by each of the six criterion statements above was prepared and distributed by the Joint Council (see the Appendix, page 20).

In September of 1971, several members of the Joint Council staff met with the chairmen of the committees. Here, the committee chairmen were again apprised of their assignments and responsibilities, a tentative timetable was agreed upon, and the evaluative criteria were discussed. This was an important conference, for it was here that the 1968 cut-off date was decided upon, that selection criteria were established, and that methods of operation were developed. For example, it became clear that the criteria for the elementary school materials could not be identical with those for the secondary textbooks. This was because of the way in which the materials are written, and the fact that there is very little macroeconomics in books designed for kindergarten through grade six.

Although the work sheets and the established criteria proved valuable, the committees often found that departures were necessary in the case of individual publications which did not adhere to the expected patterns. The rigidities inherent in the work sheets were easily overcome by writing narrative evaluations. A single evaluator might provide as many as four different documents for each book he or she examined—the work sheet (Form A),

the "summary conclusions" sheet (Form B), a "recommendations and changes" sheet (Form C), and a narrative evaluation, if necessary. In some instances, two or more evaluators examined the same material, so that the comments on a given publication might easily run to many pages. Often committee members sought "second opinions" from other economists or educators (persons not on the committees) to validate their judgments.

After the work sheets and other "raw material" had been re-examined by each committee, and the essence of the individual reports consolidated into the four comprehensive general reports, most of the working documents were sent to the Joint Council. The reports were read by several members of the Joint Council staff. Their comments and criticisms were sent to the committee chairmen, who then provided further information or modified their reports in accordance with the comments and criticisms. Two educators outside the Joint Council, and not in any way connected with the project, were asked to read some of the reports. One reader is an experienced editor of social studies textbooks and materials. The other is a professor of education and head of the teacher-training division of a college in New York City. The first person received one of the reports; the second read three of them. They offered valuable advice on the way in which the reports should be written, and changes were made accordingly. Both of these educators expressed the opinion that the reports were well-done and should prove valuable to publishers and educators.

One Joint Council staff member selected one of the elementary level textbook series and several of the secondary books that had been examined by the committees and made an analysis himself. This does not imply a lack of confidence in the committees, but a desire to test the assessment procedures. The staff member studied and wrote his own evaluations of the materials, and then compared these evaluations with the work sheets and other individual reports submitted by the committees. His comments agreed with those of the committee evaluators in almost every respect. The committee evaluations of one of the elementary series were sent to a college professor who had served as a consultant in the development of those books. (The author could not be reached.) Although this educator explained that his involvement in the project had been marginal, he felt the committee's comments to be "accurate and fair." Efforts were made to obtain the reactions of some of the authors to comments on their works, but unfortunately this could not be done in time for this report.

Another means of checking an evaluation study is to compare the results with other research in the same area. No other study duplicates this one, but some others do overlap. In his study "Populism in High School Textbooks," Andrew C. Peiser found that history textbooks were "deficient in their analyses of basic economic issues. . ." (*Social Education,* April 1973, p. 308). Peiser was referring specifically to economic issues relating to Populism, but his findings do fit the pattern discovered by the committee evaluating high school history textbooks. The study by Fox and Hess, cited earlier, also agrees with the elementary committee's observations, where it is possible to make comparisons. In an article entitled "Curriculum Reform and Social Studies Textbooks" (*Social Education,* April 1973), Barbara Capron, Cheryl Charles and Stanley Kleiman comment on some of the

A.

Book title: _____
Author: _____
Copyright date: _____
No. of pages: _____ No. of pages of economics (if appropriate): _____
Course (s) or grade level: _____

WORK SHEET

Sheet No. _____

Evaluator: _____
Date: _____

Note: Please attach summary judgment of this book (B), and recommendations (C).

CRITERIA

I	II	III	IV	V	VI
What concepts, generalizations and principles are treated?	Are the concepts important and treated in an analytical manner?	Is the order of economic content systematic?	Are the economic concepts, generalizations and principles defined, stated, or explained accurately?	How understandable and interesting is the treatment of the economics for intended audience?	How useful are the teaching aids?

B.

SEARS-ROEBUCK TEXTBOOK EVALUATION
SUMMARY CONCLUSIONS

Book Title: _____
Author: _____
Copyright date: _____

Evaluator: _____
Date: _____
Use additional sheets if necessary.

C.

SEARS-ROEBUCK TEXTBOOK EVALUATION
RECOMMENDATIONS AND CHANGES

Book Title: _____
Author: _____
Copyright date: _____

Evaluator: _____
Date: _____

books examined by the economic education committees. It was not their intent to assess the adequacy of the economics content, but their general observations are very much in accord with those of the committees. One elementary level series which they examined was seen as coming "closer than most presently available to treating the social sciences in an interdisciplinary way." This series also made a highly favorable impression on the elementary committee. (The series was fairly strong in economics content. Perhaps it is no coincidence that one of the authors has a degree in economics and has taught economics at the college level.)

Summary of Findings

Elementary Level

The elementary materials committee generally had high praise for authors and publishers. They found "increased coverage and more systematic treatment of economic content in new textbook series." The primary level books (grades 1-3) were considered to be more nearly adequate in the development of economic concepts than the intermediate materials (grades 4-6), although some weaknesses continue to exist. Greater efforts should be made to strengthen the "development of simple relationships among key concepts." Intermediate level books were considered to be inadequate in their treatment of the market system, and some "misuse of technical concepts" was discovered. Some of the materials "are marred by inadequate or inaccurate definitions and by errors of analysis," and there is often an absence of "a well-developed economic model. . . ." Generally, the committee sees the need for sequential development of economic concepts from the primary grade through grade 12. The report ends with several practical suggestions whereby authors and publishers might strengthen their works in terms of economic content.

Junior High School Level

The junior high school committee thought that the newer books were excellent texts in many respects and generally superior to those of the past. However, it was also concluded that "most junior high school students will not attain a satisfactory level of economic understanding" from the social studies materials available to them. The pupils will learn some economics (for example, the existence of business cycles), and some economic history, but their knowledge will be confined largely to facts. The ability to analyze economic issues will not be instilled by the materials. An "absence of sequential concept development" was also found, along with a failure to define basic concepts adequately.

High School Level

Although the committee examining high school textbooks in government, problems of democracy, geography, and sociology and anthropology also found some improvement in some of the newer materials as compared with those of a few years ago, it was concluded that in general the books

"are unlikely to assist a student either to identify an economic problem or to use economic analytical processes." Basic economic concepts were found in all four subject areas examined, but it was also noted that "A good deal of economics is conspicuous by its absence." The committee found too many assertions "without criteria or support," inadequate explanations of economic terms, failures to distinguish between fact and opinion, and little in the way of analysis. Economics was not treated systematically in most of the material, there were errors of fact, out-of-date information, and misapplication of economic concepts. Some texts were praised, on the other hand, for their readable print, charts and graphs, case studies, and wide range of teaching strategies.

The high school history textbook committee concluded that the materials have "come a long way" in recent years in attempting to include more economics. Stimulating exercises with greater student involvement are replacing the "passive narratives" of the past. Unfortunately, however, the economics content tends to lack analytical structure. Some authors attempted to provide a conceptual framework to allow students to practice the use of the analytical tools of the economist, but their success was minimal. Although the importance of economics is recognized in the books, the coverage is too often superficial and confusing.

HOW TO USE THIS REPORT

Along with other textbook studies, this report can help to provide information on the status of existing materials and how they compare with earlier publications. Others doing similar assessments might be able to utilize the methods employed by the committees as they selected, examined and evaluated the books. It is unlikely that other researchers would be able to adhere rigidly to the techniques used by the economic education committees, but those techniques might well serve as a general model or at least offer some basic guidelines.

Authors and publishers should study the report very carefully, noting the kinds of things which the committees found to be less than adequate. In revising existing material and in preparing entirely new texts, the committee recommendations should be kept in mind. The Joint Council will *not* make public the comments made on any specific publication in a manner that would enable a reader easily to identify the material. However, authors and publishers may request copies of the working documents pertaining to their own materials. If possible, the Joint Council will send these (with the evaluator's identity removed), but it should be realized that it may not be possible for the Joint Council to honor all requests. In some instances the working documents are in a form that would require interpretation by the evaluator to have maximum utility for the author and publisher. This is because evaluators sometimes found it necessary or convenient to depart from the recommended procedures, used codes or shorthand of their own devising, and the like. The Joint Council can, in such cases, attempt to arrange direct contact between the committee and the author or publisher.

Textbook selection committees, classroom teachers, or others responsible for deciding on the materials to be adopted should find this report to be

a valuable resource. It must be realized, however, that the Joint Council cannot recommend a given text or series. Situations and needs differ greatly in various parts of the country, and even within a given system, school or classroom. Those responsible for textbook selection should first formulate feasible goals. Since it has been shown, beyond all shadow of a doubt, that economics can enliven and enrich every part of the social studies curriculum, that basic economic concepts can be learned at every level, and that economic issues intimately affect everyone, those goals should certainly include the promotion of economic literacy. It is then incumbent upon the persons responsible for materials selection to decide which publications can best help the teacher to achieve the established goals. This report can serve as a frame of reference, or a yardstick against which the texts may be placed. The basic question is: "All other things being equal (such as appropriateness of reading level and suitability of the material for the needs and interests of the intended audience), which text comes closest to meeting the criteria recommended by the economic education committee?" Of course, considerations other than economic content may take precedence. This can result in the adoption of material that is outstanding in some respects but relatively weak in economics. If this is the case, the report can be used by the teacher to identify the deficiencies in economics coverage and attempt to compensate for them. For example, if an economic term is not clearly defined and explained, the teacher should attempt to prepare an accurate definition and be prepared to explain it in a manner that the pupils will understand.

The Joint Council is also compelled to caution the reader against the *mis-use* of this report. First, the task of selecting and evaluating the materials proved to be much more difficult than anyone had anticipated when the project was being planned. Second, in spite of the impressive qualifications of the evaluators and the efforts by the committees and the Joint Council staff to assure objectivity and accuracy, no claim of infallibility can be made. It is possible that some mistakes were made. Furthermore, some of the comments had to be based on subjective judgments. Many parts of the studies simply do not lend themselves to quantification. For example, one book might devote twenty pages to economics while another devotes only ten. Yet, the economics in the latter might be more clearly explained, more up to date, and more closely related to important events than the material in the former. Thus, mere "nose-counting" was often less helpful than the judgments of the evaluators, who have had vast experience in economic education.

Third, the concern of the committees was with the economics coverage in the materials. Thus, a book might be excellent in every other respect, but be severely criticized by the evaluators on the basis of its economics (or lack of it). Criticisms of a work because of inadequate economics, therefore, must not be generalized as criticisms of the publication as a whole. Indeed, some books which were found to be grossly deficient in economics made extremely favorable impressions on the evaluators in other respects.

Fourth, these evaluations are based upon the materials that were made available to the committees in 1971 and 1972. New editions of old books, and completely new materials, are being published all the time. Thus, the comments applying to a given publication might go out of date very quick-

ly. It is less likely that the generalized assessments will become "dated" in the near future, but certainly some modification may be necessary as new items are produced and placed on the market. Already, some new editions have appeared. (Some of these were examined by Joint Council staff members but, in these cases at least, the committee assessments would still apply. That is, as far as their economics coverage was concerned, the new editions did not differ substantially from the old.)

Fifth, the evaluators' judgments are relative rather than absolute. That is, the economics content of most social studies material today is better both quantitatively and qualitatively than it was in the past (there has been *relative* improvement), but it is not as good as it *could* be. Authors and publishers, then, are to be commended for their efforts to include more and better economics at all levels, but are strongly urged to improve even further. With the proliferation of Centers and Councils on Economic Education, the production of specialists in the field of economic education by a number of colleges and universities, the growing number of classroom teachers who are receiving instruction in the teaching of economics (as in the case of The Sears-Roebuck Foundation Fellowship holders), and the existence of hundreds of teachers who have submitted projects to the Kazanjian Awards Program for the Teaching of Economics, there is available to publishers a vast resource pool. There should be little difficulty in finding resource persons willing and able to help to develop the economics components of social studies textual materials.

Finally, the committee reports ought not to be used for commercial advantages. It would be a negation of the positive aim of this project if someone should attempt to identify the book to which a critical comment applies and use such information to promote the sale of a competing text. By the same token, if the subject of a laudatory comment is identified, that comment must not be used in the promotion of the publication. Although it is unlikely that any publisher will do so, the Joint Council must go on record as denying the right of anyone to use the reports for commercial purposes.

Readers are invited to submit comments, criticisms and suggestions to the Joint Council or to the committees directly. Ideas for improving these studies and the reports will be welcome. The Joint Council intends to continue to try to serve publishers and educators as much as possible. To the extent that commercially available materials do a better job in helping to teach economic analysis, the Joint Council's basic objectives are advanced proportionately. In its own publications program, the Joint Council will direct its scarce resources to the areas of greatest need. Through information provided by the evaluation committees and—hopefully—through reactions to these reports coming from teachers in the field, the Joint Council will be able to identify the areas in which there is a need. Of course, many of its existing publications are already helping teachers to fill gaps they find in the texts and other materials available for classroom use.[3] If a greater effort is required, the Joint Council will make that effort.

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[3]For example, see the Economic Topic Series, *Economic Education Experiences of Enterprising Teachers* (10 volumes), the Personal Economics Series, and other items on the current Joint Council *Checklist*.

APPENDIX

The Criteria Statements and Their Interpretation

1. What concepts, generalizations and principles are treated?

   To assure that each committee would focus upon the same set of concepts, the list ECONOMIC IDEAS AND CONCEPTS found on pages 7-12 was used. Books were not judged to be good or inadequate by how many of these ideas they covered, however. The list was designed simply to help identify the ideas that were included and the degree to which these concepts were emphasized. It could also be used to note the economic ideas omitted, but which might have been used to good advantage.

2. Are the concepts, generalizations and principles important and is each treated in an analytical manner?

   Does the book cover key ideas from the discipline of economics? Does it make a distinction between major and minor concepts? Is there more emphasis placed on such major ideas as scarcity, production, opportunity cost, income and market than on minor terms or processes such as "steel is manufactured in Pittsburgh" or "corn is grown in Iowa"? Are the economic concepts illustrated in terms of the pupil's experience? Are they merely descriptive or are they used to explain economic activity, problems or principles?

3. Is the order of the economic content systematic?

   Here, the concern is not for the initial order in which the concepts are presented in the materials, but the final understanding the pupils have of the economic content. For example, an author might want to introduce pupils to the concepts of scarcity and choice-making. Basically, these concepts deal with the relationship between wants and resources, and each could be examined separately. However, a systematic presentation would require that the pupils end up with a number of related ideas: (a) that people have many wants for goods and services; (b) that goods and services must be produced before they can be consumed; (c) that production involves the use of resources; (d) that resources are insufficient to produce all the goods and services wanted; and (e) that since resources are scarce relative to wants, choices must be made as to which wants will be satisfied with the available resources. Instances should be cited where the economic content is presented haphazardly, resulting in an unorganized presentation of unrelated bits and pieces of economic content.

4. Are the economic terms, concepts, generalizations and principles defined, stated or explained accurately?

   In assessing the economic content, note the following types of inaccu-

racies: (a) definitions which are irrelevant, incorrect, meaningless or incomplete in terms of future analytical possibilities; (b) factually incorrect statements; (c) incorrect or unsupported conclusions; and (d) the presentation of value judgments as statements of fact.

5. How understandable and interesting is the treatment of the economics for the intended audience?

   For what kind of audience is the material written? (For example, for middle-class third-graders of average ability.) Are the cognitive skills to be learned too easy or too difficult? Is the level of abstraction of concepts and generalizations too easy or too difficult? Is the curriculum content at an appropriate level of difficulty and interest? Does the author presuppose knowledge by the pupils which many of them might not have? Is there too much or too little repetition and reinforcement of ideas in the materials and activities? How would you rate the student material in terms of readability, clarity and interest?

6. How useful are the teaching aids?

   Does the teacher's guide clearly delineate the economic concepts, subconcepts, generalizations and principles to be developed in each lesson or unit? Does the student material directly relate to the objectives as stated in the guide? Does the guide contain sufficient background information for teachers to aid in their presentation or in their evaluation of student grasp of the economic principles, relationships or processes under discussion? Are new terms and concepts italicized, underlined or immediately defined in the pupil materials? Are new terms in close proximity with their definitions and applications in the text? Is there a glossary for pupil and teacher reference? If so, does it indicate at what grade levels these terms or concepts are introduced and how the concepts are expanded in the series? (This applies largely to elementary series.) Are there enough graphic or verbal illustrations to ensure student understanding? Are the discussion and study questions focused upon the economic concept, process and relationships as stated in the objectives of the lesson, or are they irrelevant, vague and lacking in focus? Is there evidence of special teacher requirements necessary for teaching the program? Does the author assume an understanding of content—knowledge, skills and value issues—which the average teacher may not have?

PART TWO

Report of the Junior High School Committee

Lincoln Filene Center for Citizenship
and Public Affairs
Tufts University

Introduction

This report is based on the examination of selected junior high school social studies textbooks by a committee of economists and secondary school social studies teachers and supervisors. The study, conducted by the Center for Economic Education at the Lincoln Filene Center, Tuft University, is part of a kindergarten through grade twelve assessment of the treatment of economics in social studies textual materials made under the direction of the Joint Council on Economic Education.

To obtain a basis for its summary judgments and recommendations, the Junior High School Committee and the other committees that participated in this project asked the following questions about each of the texts reviewed:

1. What economic concepts, generalizations and principles are treated?
2. Are the concepts important and treated in an analytical manner?
3. Is the order of economic content systematic?
4. Are the economic concepts, generalizations and principles defined, stated or explained accurately?
5. How understandable and interesting is the treatment of the economics for the intended audience?
6. How useful are the teaching aids?

This systematic examination of individual texts provided the information for the synthesized, overall assessment presented in this report.

The Junior High School Committee began its work by posing and answering the following organizational and procedural questions:

What Is the Junior High School?

The Committee was initially faced with the problem of determining what its area of responsibility should be. Patterns of organization vary throughout the country. In some communities, grades seven and eight are included in the junior high school; in other communities, grades seven, eight and nine; and the emergence of the middle school concept has further complicated matters, producing combinations of grades five, six, seven and eight or grades six, seven and eight. In order to avoid overlapping with the Elementary School Committee, it was determined that only materials designated for use in grades seven, eight and nine would be examined for the purposes of this study.

What Role Should Each Committee Member Play?

In order to avoid unnecessary duplication of effort, it was agreed that the Chairman would be responsible for identifying the materials to be reviewed, obtaining those materials for Committee use, and coordinating their circulation among Committee members. To insure objectivity and a variety of perspectives, the Committee decided that at least one economist and one secondary school teacher would review each book and prepare answers to the analytical questions described above for use by the Chairman in drafting this report.

How Should the Analysis of Textbooks Be Organized?

Junior high school curricula are varied and changing throughout the country. There is no national pattern of courses taught at these grades. Some schools provide a wide choice of minicourses; others have introduced courses in law, urban studies or sociology. Even when more traditional offerings such as ancient or world history, world geography, area studies, civics and United States history are found, the grade level at which the courses are taught and/or the scope of the courses varies from school to school. Some of the newer courses are being taught on an experimental basis using national social studies project materials, and others have been created locally and do not utilize textbooks.

Despite such exceptions, however, the textbook is the central focus of most junior high school courses, and the traditional major themes of world history and cultures, world geography, United States history, and civics or citizenship education survive. The Committee decided to select for evaluation those textbooks that were indicated for use at grades seven, eight or nine and which had been published in 1968 or later, to categorize these texts by topics covered, and to organize the analysis by topics if the number of books in a category warranted such treatment. Four categories emerged from this process: United States History; Civics and Government; Urban Problems and the City; World History and Cultures, World Geography, and Area Studies.

What Criteria Should Be Used to Assess the Adequacy and/or Appropriateness of the Economic Content Found in the Textbooks?

In 1960 the American Economic Association appointed a National Task Force on Economic Education that undertook to outline a minimum level of economic literacy attainable by high school students. The report of the Task Force, *Economic Education in the Schools*, was published in 1961 by the Committee for Economic Development which had funded the work of the Task Force. The economic ideas and concepts discussed in the Task Force Report have been further developed in *Economics in the Curriculum* by James D. Calderwood, John D. Lawrence and John E. Maher.[1] The

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[1]James D. Calderwood, John D. Lawrence and John E. Maher, *Economics in the Curriculum: Developmental Economic Education Program*. New York: John Wiley & Sons, Inc., 1970.

Junior High School Committee decided that it would be appropriate to examine the texts selected to determine how much they contributed to student understanding of the major themes described in the words cited above. The specific economic themes are:

I. The Importance of Economics and the Nature of Economic Understanding
II. The Central Economic Problem in All Societies: Wants, Scarce Resources, the Need for Decision-Making, and the Need for an Economic System
III. The Modified Market Economy of the United States
IV. Economic Growth and Stability
V. The Distribution of Income
VI. The United States and the World Economy
VII. Other Economic Systems[1]

The economist members of the Committee were not entirely satisfied with the recommended content of the Task Force Report, particularly the absence of content that they would categorize under the heading of urban economics, but nevertheless they accepted it as a useful tool. The body of this report is organized as follows: Section 1 describes the materials selection process; Section 2 considers textbooks in United States history; Section 3 is devoted to civics and government texts; Section 4 looks at textbooks on urban problems and the city; Section 5 examines world history and cultures, world geography, and area studies texts; and Section 6 contains the Committee's conclusions and recommendations.

[1]For a more complete outline of these economic ideas and concepts, see Part I, General Introduction.

SECTION 1

Selection of Materials

A preliminary bibliography of textbooks to be reviewed was compiled from Bowker's listing of texts in print. The Chairman then wrote to the major textbook publishers describing the study, requesting the titles already identified, and asking for information about other texts published for junior high school use. At the Annual Meeting of the National Council for the Social Studies held in Denver in November 1971, the Chairman visited each exhibitor's booth so that newly published works would be added to the Committee's list.

The Committee obtained and reviewed 39 textbooks that for purposes of this report will be grouped into the following categories:[3]

United States History	22
Civics and Government	6
Urban Problems and the City	3
World History and Cultures, World Geography, and Area Studies	8

No company had recently published a coordinated junior high school series that was available for the Committee to review. Apparently the only course all students still are expected to take is one in United States history. Each of the 16 publishing houses whose textbooks are included in this study is represented by at least one United States history text. On the other hand, four of the six civics and/or government texts are published by one firm, and four companies account for the eight world history and cultures, world geography, and area studies books. If civics and geography courses are still being taught in many junior high schools, it would appear that texts published before the 1968 cut-off date and/or nontext materials are being used. It is also likely that textbooks written for the senior high school are being used in some junior high school courses.

[3]See Appendix A for a complete bibliography of the textbooks reviewed.

SECTION 2

Textbooks in United States History

Textbooks for junior high school courses in United States history come in such a variety that comparisons among them are difficult. Some have been written for use by so-called "slow learners," and both the language and the sophistication of the ideas seem appropriate for elementary school youngsters. Others have been designated by the publishers as suitable for grades 9-12 in the expectation that they can be used effectively in both junior and senior high school classes. Since it is not uncommon for school systems to select for use in junior high school classes United States history textbooks that were written for senior high students, the Committee decided to judge each book on its own terms, recognizing that the junior high school audience is quite diverse and that textbooks must be available for students of varying intellectual capacities and reading levels. It must be noted, however, that careful attention to such factors is necessary when school districts select junior high school United States history textbooks.

The major themes of all the United States history textbooks examined are political and/or social. Economic topics are usually considered along with other topics, and the extent of their treatment is determined by historical rather than current importance. A chronological or chronotopical framework is basic to every book reviewed whether straight narrative prose, inquiry using primary and secondary source material, or an "interdisciplinary" approach is its mode of organization.

None of the books has as a stated purpose the teaching of a specific body of economic knowledge or a method of analyzing economic issues. Whenever economic concepts are introduced in any depth, they are included to help students understand a specific historical situation.

An inspection of the variety of books soon reveals some significant differences. One of the books is less than 300 pages long while several exceed 800 pages. One of the poorer texts manages to devote a full page to the symbolism of the Great Seal of the United States and to praise the virtues of the free enterprise system without explaining what it is. Although there is considerable variation in the emphasis placed upon the economic aspects of United States history in the texts, there are numerous references to economic events, developments, issues and problems. A few books almost appear to be books on American economic history. Some texts emphasize economic causation of major historical events such as the American

Revolution or the Civil War. The Committee members were generally favorably impressed by the attention given to economics in these books.

If there is a single criticism that can be leveled at all the textbooks in this sample, it is that the authors often use economic concepts without defining them. Junior high school students are expected to know the meaning of depression, inflation, monopoly, deficit, etc. This expectation is not warranted.

Do the Texts Contribute to Student Understanding of the Economic Themes of the Task Force Report?

No book in the sample deals directly with *I. The Importance of Economics and the Nature of Economic Understanding*. The student who uses one of the texts that emphasizes economic history or economic causation might infer the answer to the question, "Why is economics important?" He would not do so with basic concepts concerning the nature of economics as a discipline.

With respect to *II. The Central Economic Problem in All Societies: Wants, Scarce Resources, the Need for Decision-Making, and the Need for an Economic System*, the most frequently used concepts are natural, human, and capital resources, and technological progress. Entrepreneurship is often mentioned as an additional factor contributing to American industrial development in the second half of the 19th century and early 20th century. Division of labor and specialization is sometimes mentioned as an important reason for the productivity of American labor, especially when mass production and assembly lines are discussed.

Discussions of *III. The Modified Market Economy of the United States* focus on institutional arrangements. Forms of business organization, especially the corporation, receive attention. The advantages of corporate organization are detailed as the ability to raise large amounts of capital, limited liability and perpetual life. Common and preferred stock and dividends are defined. Then the evils of monopoly are usually asserted and sometimes described in terms of unfair business practices. Antitrust legislation is seen as a necessary or at least a desirable response to such business activities. The market mechanism is not explained in any of the texts, so students are not likely to understand how competition or lack of it affects the allocation of productive resources.

The discussions of *IV. Economic Growth and Stability* center on inflation and/or recession in historical context. A period in American history is characterized as inflationary, without inflation being defined, and causes of the inflation may be listed without explanation. If inflation is defined, it is simply too much money relative to available goods and services. Fiscal policy is not mentioned in any text, but it is illustrated via the relief and recovery measures of the New Deal. Money is not defined in any textbook. When the Federal Reserve Act and/or System is mentioned, the only power relative to monetary policy mentioned is the rediscount rate. In only one text is there an indication that monetary policy is exercised for any reason other than to provide an elastic currency. In that book the Federal Reserve

Board is said to raise "the rate of interest that its member banks must pay when they borrow money from the Federal Reserve Bank." This discourages business borrowing and helps slow down "booms." Gross National Product appears only twice—in one case an accurate definition is given and valid use is made of the concept; in the other the concept is used, but the definition given is a definition of consumption.

Theme *V. Distribution of Income* is not thoroughly treated. Differences in income are mentioned often as the basis of problems, but there is little discussion as to causes of differences or alternatives to the present distribution system. Labor unions are discussed as institutional arrangements and/or political forces. There is rarely any consideration of labor productivity and its relation to wages.

The major concept under *VI. The United States in the World Economy* that receives attention is the tariff. Usually it is seen as a political issue in an historical context. It is something that is sought by businessmen to protect against foreign competition. There is little or no analysis of the political arguments if these arguments are even mentioned. Absolute and comparative advantage are not used to explain international trade.

There are only passing references to *VII. Other Economic Systems.* When they are made, it is usually to compare the other system unfavorably to that of the United States without any real analysis as to the nature of the differences or the reason why the differences exist.

What Is a Typical United States History Textbook Like?

The preceding analysis has concentrated on the deficiencies of the texts when compared to the Task Force Report. It may be too critical since the Task Force did not expect that a student would acquire all his economic understanding from a single course in junior high school. Several of the textbooks have much to recommend them. A look at the coverage of a typical text of those topics most commonly considered by all should illustrate some of the virtues.

Mercantilism—This topic is discussed in general terms and then applied to the policies of 16th, 17th and 18th century Europe. The importance of gold to European monarchs, the desire to increase trade to obtain gold, the efforts made to ensure that a nation exported more goods than it imported (bounties, lower taxes and government aid to shipbuilders) and thus obtain more gold, the encouragement given to manufacturing, the exploitation of colonies for their raw materials, and the regulation of trade by governments are described. Special attention is given to the impact of mercantilism on the evolving English colonies in America.

Slavery—In addition to describing slavery as a social and political institution, attention is drawn to the low productivity of slave labor, the investment of cotton profits into land and more slaves, the low consumption by slaves as a deterrent to industrial development, and the fact that the system generated few tax dollars for schools and other public improvements.

First United States Bank—The need for a national currency so citizens of different states could transact business is cited as a major reason for establishing the bank. The political issue of constitutionality is also considered.

Tariffs—The tariff is defined as a tax on imports. In the discussion of the Tariff of 1789 the difference between revenue and protective tariffs is explained. It is noted that in 1791 Congress refused to make the tariff protective because it would adversely affect trade with foreign nations. The tariff of 1816 is described as protective and said to be a reaction against the flood of British goods after the War of 1812. Although manufacturers wanted protection against foreign competition, Southern cotton growers realized that such a tariff would compel them to subsidize Northern industry by forcing them to buy Yankee goods with higher price tags. The political controversy over the tariff in 1832 follows. The next mention of the tariff is the Underwood-Simmons tariff of 1913. It is asserted that Wilson wanted to make American producers compete with foreign producers and lower prices for the American consumer. Finally, in the listing of the causes of the Great Depression appears the idea that foreign trade had not grown because of the American tariffs and the war in Europe.

Transportation—No one topic receives more attention. Beginning with the earliest colonial period as wagon trains and flatboats on rivers were used to push the frontier westward, the Wilderness Road, the National Road built by the federal government beginning in 1811 because of objections to turnpikes and other toll roads, steamboats and canals, railroads and land grants are discussed in turn. Some cities are said to have grown because transportation routes made them centers of trade (New York and the Erie Canal, Chicago and railroads). Consolidation and concentration in the railroad industry along with corrupt practices and monopoly are documented (price discrimination, rebates, etc.) The Granger movement, the Interstate Commerce Act, the Elkins Act, the Hepburn Act, etc. are explained in detail as efforts to regulate the railroads. The growth of the automobile industry and the aircraft industry and the future of transportation all receive attention. Specific examples of analysis to indicate the scope of this topic follow:

> A. Modern transportation also brought trouble to the farmers of the West and the South. Industrialization was taking place all over the world. Railroads, steamships and the opening of the Suez Canal all stimulated international competition in agriculture. American farmers now had to compete with the products of Canada, Australia and South America.
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> B. The most popular personal transportation was the bicycle. When the safety bicycle replaced the old 60-inch wheel, "bikes" were quickly accepted for both work and play. By the end of the century, over a million bicycles a year were sold. Improved transportation helped cities expand. On electric trolleys, els, bicycles and subways people could reach the center of cities rapidly. Thus they could live in residential areas built around the old cities. Wealthier people could move into suburbs even farther away.
>
> C. Aside from employing thousands of workers, the automobile industry became the biggest buyer of rubber, plate glass, nickel and lead. It also purchased enormous quantities of steel. Car owners provided a market for the rapidly expanding oil industry. And state and local governments built thousands of miles of highways.

D. The automobile lies at the heart of suburban growth. Cars have made Americans the most mobile people in the world. Cars provide transportation to and from work, for weekend trips, and holiday vacations. About one-fifth of all Americans move from one home to another each year—mostly by automobile. By the 1960's more Americans had been killed by the automobile than by all the wars the U.S. was involved in combined.

Technological Change and Industrialization—The impact of industrial growth on cities and the displacement of agriculture as the preeminent economic activity is noted. 1850 marked the first time the value of manufactured goods in the United States equaled the value of farm goods. The important role of transportation is noted above. Three conditions necessary for factories to increase in number and size are listed: (1) technical knowledge to design and build the machines, (2) capital to build and equip the factories, and (3) people to work in the factories. Inventors provide the technical knowledge, profits from commerce the capital, and immigrants and farmboys the labor, all by the 1850's. The development of cotton mills and other industry in the South between 1870 and 1900 is discussed as is the impact of automation, computers and atomic power in recent years.

Labor Unions—Important labor legislation and significant strikes are mentioned in their historical context. Only enough space is devoted to each to describe its provisions or the issue involved. (Coal Strike of 1902, Steel Strike of 1919, Wagner Act, Taft-Hartley Act, Landrum-Griffin Act, etc.)

Corporations, Trusts and Government Regulation—The roles of Andrew Carnegie in steel, J.P. Morgan in finance, and John D. Rockefeller in oil are noted, the organization of a trust as compared to a corporation is explained, and the Sherman Act of 1890 is discussed. This is in addition to the section on government regulation of railroads.

The Great Depression—Stock market speculation and margin buying are contrasted with business conditions prior to 1929. Bank failures are offered as an indicator of an unhealthy economy. The crash and the effect of the resulting depression on individuals are described. The cause was economic weaknesses: "Industry and agriculture had grown too fast and produced too many goods. Thus prices fell and industries had to cut down production and fire workers. Profits were not filtered down to the workers in the form of more jobs or better wages, so the lower and middle class Americans did not have enough money to buy the surplus goods. Foreign trade had not grown because of American tariffs and the war in Europe, so producers could not sell goods there. People had unwisely bought goods on credit, just as many had bought stocks on margin. When the crash came, they could not pay their debts and had to give up their purchases. The federal government had done little to prevent businesses from overexpanding or to help farmers and workers. In fact, by only mildly taxing the rich, the government had encouraged industry to expand. Furthermore, the federal government had not controlled bank loans, stopped speculation, or protected the public from worthless stocks issued by corporations who wanted people to invest." President Hoover's efforts to combat the depression included loans to businesses, farm subsidies, public works projects, the Hawley-Smoot

protective tariff, a one-half billion dollar deficit, but stopped short of direct relief.

The New Deal—The New Deal is said to have had relief, recovery and reform components. Each of the acts of the Roosevelt administration is explained, criticisms are noted and achievements are listed. More attention is given to political effects than to economic ones. When improvement of economic conditions is claimed for a piece of legislation, the necessary explanation as to why it succeeded is not provided.

Taxation and Public Finance—Tariffs on colonial merchants by England is the first item of this topic. The tax program imposed by Britain following the French and Indian War is seen as a stimulus toward revolution. Grenville's program (the Sugar Act of 1764, his ban on colonial paper money, and the Stamp Act), the Townshend Acts and the resulting boycott, the Tea Act of 1773 and the Boston Tea Party are said to be causes of the American Revolution. Interstate "tariffs" prior to the adoption of the Constitution are viewed as a source of difficulty. The excise taxes of Hamilton's financial program, especially that on whiskey, are described. It is noted that by the end of Jefferson's administration the only federal taxes were tariffs. Other than the discussion of tariffs, the next mention of taxes occurs during the consideration of the Populist Party platform which calls for a graduated income tax in 1892. The Progressives and Robert LaFollette are said to be responsible for taxation of railroads. Finally, the sixteenth amendment provides for a graduated federal income tax.

It can be seen that the treatment of the above topics is more often descriptive than analytical, centering on legislation and political campaigns instead of the economic concepts themselves. There is much economic history contained in these books, and some of it is well written and interesting and likely to contribute substantially to the economic understanding of the students who use them.

A special problem is faced by the teacher using any one of a number of textbooks that attempt to put the student into the historian's shoes and ask him to make his own interpretations. This approach precludes a lot of economic analysis that otherwise might have been included with the documents and descriptive material presented. While the student may be given many economic issues to interpret, it is doubtful that he will be able to do so, or even to see the issue without the aid of a teacher who is knowledgeable about economics. The materials do tend to lead a reader to ask questions, some of which would be difficult for professional economists to answer. The publishers of such texts would be well advised to provide teachers with enough background material on the various documents so as to enable them to deal with such problems.

A reading of the summary conclusions for four representative books indicates the considerable range of topics treated and the quality of presentation found by the Committee.

A. The range of economics included is quite large. Indeed, it almost appears to be a book on American economic history! The emphasis on economic interpretations of historical events is stronger than in other history books of this level. The quality of presentation is quite

good. Though primarily descriptive, the accounts are detailed enough for a student (or certainly a teacher) to deduce the analytical thread. In several instances the analysis is evident in good straightforward, convincing prose.

Some issues, like the causes of the Great Depression, are obviously skirted, but the descriptive detail and the role of the government and the subsequent debate on public vs. private resource utilization is well done and should be understandable to the intended audience.

B. Whether intended or not this text has a great deal of economics embedded in it. The emphasis is often quite direct and extensive (e.g., before and after the Revolutionary War, the Industrial Revolution, Economic Growth and Development after the Civil War, the Great Depression, World War II and Postwar Economic Issues). The quality of presentation is generally good to very good and occasionally excellent. All, of course, is in historical context and is interestingly presented. In some cases one gets the impression that economic issues (e.g., as before the American Revolution) were the catalyst if not the major cause of what happened.

The range of materials covered is quite comprehensive. Indeed, the authors have done an outstanding job relating to the special economic problems pertaining to Blacks and other minorities, and introduce a considerable amount of varying political-economic philosophy (e.g., populism, progressivism, marxism and fascism) which have appealed to different groups throughout our history. Unionism, industrial development and economic activity are given strong emphasis throughout.

C. Since it is the author's intent to use many original and secondary sources to give students a chance to "form their own conclusions" about a period or issue, much of the economic content is subdued. A good deal of it is very brief and sketchy and at times put solely in the form of a chart or table. Indeed, folklore, vignettes and eight stanzas of "Sweet Betsy from Pike" get more coverage than many economic issues.

However, there are sections which, using the technique of trying to put the student at the center of the controversy, are done exceptionally well. These include: the Jefferson-Hamilton debates, regional tariff disputes before the Civil War, and laissez-faire vs. government intervention into the affairs of "Big Business." The coverage of the Great Depression merits particular praise—the campaign debates between Roosevelt and Hoover in the election of 1932, and the views of critics of the New Deal, both from the political right and left, are outstanding.

Current economic issues (i.e., post-World War II) are recognized but are briefly treated. Quality of presentation is generally very good.

D. Many important concepts and issues are discussed—taxation, trade, common market, capital and its effect, mass production, forms of business, unions, money and banking, competition, and government debt. There is no systematic ordering of the material. The concepts and economic ideas are badly explained and not at all developed. For instance, the section on taxation makes no mention of the importance and use of

taxes. They are characterized simply as being the bill for governmental services. The description of money and banking draws a distinction between checks and actual money. The approach of this text is exclusively information-giving, and most of the information conveyed is superficial. There is no discussion of the uses of the concepts which are defined.

SECTION 3

Textbooks for Civics and Government Courses

Of the six textbooks in this category, one is a civics casebook which traces the development of constitutional rights, especially those guaranteed by the Bill of Rights. There is no economic content. A second discusses a few economic concepts and ideas—the role of the government in different areas of the domestic economy (providing public goods like education and national defense and enforcing antitrust laws) and foreign aid. Its coverage is superficial and no questions are raised about these activities.

The third is an outstanding introductory political science text that contains many short case studies that offer possibilities for application of important economic concepts, especially allocation of resources and opportunity cost. The nature of the book does not lend itself to the inclusion of such applications, but a good teacher could encourage students to make them. Government regulation of the economy is described and illustrated in all its various forms—antitrust, patents, consumer protection, taxation, etc. There is an excellent section on the President as chief economic planner which explains the functions of the Office of Management and Budget and the President's responsibilities under the Employment Act of 1946. A student who elected a course based on this text and also an equivalent economics course would be very well prepared for the responsibilities of citizenship.

Of the remaining textbooks in this category, one is a casebook that presents a number of conflict situations, some with economic dimensions. In each case allocation of resources is at issue, and students are asked to weigh alternatives and reach a decision that avoids the harmful results of continued conflict. A second is a text that involves students in "role playing in democratic procedures." One of the cases involves a conflict between a public power company and conservationists, another is based on job discrimination, and there is also a labor-management dispute. The cases are well written and interesting. A skilled teacher could use them effectively to teach economics.

The last book in this category is a traditional civics textbook devoted primarily to a description of the organizational patterns and powers of American political institutions. There is a section on American economic institutions which does a good job presenting basic economic concepts. Corporate organization, Gross National Product, natural resources, human resources, capital resources, division of labor, mass production, and consumer protection are explained adequately. Wages, interest, rent and profits are pre-

sented as payments to factors of production. Income distribution, labor-management relations and farm price supports are superficially discussed as economic problems. These problems are basically summarized as follows:

1. "Often workers blame business firms for raising the price of goods . . . and employers blame such price rises on labor . . ."
2. "Neither labor unions nor employers like all of the provisions in America's labor laws."
3. "The basic cause of the farm problem continues to be overproduction."

The section on money and banking is adequate when it deals with definitions and institutions, but it is flawed by statements like, "Checkbook money is backed by the paper money and coins that individuals and business firms keep in checking accounts at a bank. . . . No one has to accept a check as payment for goods or services. But most checks are backed by enough bank deposits, and therefore they are usually accepted by most business firms and individuals."

Sample summary descriptions in this category are as follows:

A. Many of the conflicts referred to in this book are illustrations of the universal economic problem—i.e., the satisfaction of unlimited wants in the face of limited resources. All involve aspects of public finance, in particular cost-benefits analysis (although these terms are not used as such). While taxes are often mentioned, very little is provided about taxes *per se* (e.g., equity, type of levy, administrative feasibility, etc.). The book does, however, give several fine examples of the difficulties imposed upon a free society of making choices between the many competing would-be uses of the nation's scarce resources.

B. There really isn't anything in this book that can be considered economics. On the other hand, it is a good book that does what the author set out to do—i.e., provide a casebook of simplified real situations that have been significant in the development of our present constitutional rights.

C. The authors of this text attempt to put students in the center of contemporary controversy, to give them some facts to lead them, and then to leave the decision-making up to the students' own values as they evolve in debate. Several of the issues have good economic content and generally fall under the category of benefit-cost analysis. The issues are carefully chosen to help students find "ways to approach and think about conflict" rather then "providing answers to the questions raised." For example, the problem concerning the location of a power plant carefully considers benefits and costs (pollution; conservation; external economies, e.g., industrial development; and external diseconomies, e.g., effects on fishing) and tax effects. The quality of the presentation is good, as is the understandability of the economics presented. The relative emphasis on economics *per se* is minor, as is the range of issues covered.

Given what the authors intended, they have been successful. The end result will depend considerably, of course, upon student participation and imagination and the capabilities of the teacher.

SECTION 4

Textbooks on Urban Problems and the City

All the texts contain material on urban economics. The emphasis in two is primarily historical and/or descriptive. Allocation of resources, new technology and its impact on economic development, specialization and division of labor, the Industrial Revolution, the market economy, population density, urban sprawl, public utilities, subdivisions, sanitary landfill, urban renewal, transportation, city planning, antipoverty programs, slums, crime and welfare are the major concepts treated. The material is exceptionally well handled in one of these texts, and numerous examples are provided. The second is adequate but has several factual errors of a minor nature. A third text is designed to get students involved in the study of their own community. The individual and group work activities that are suggested provide excellent opportunities for student learning. Students are asked to explore occupational patterns, educational opportunities, cultural and recreational choices, urban poverty, urban crime, tensions among urban groups, drugs, slums, transportation, pollution, governmental organization and costs, and the future of cities. This approach makes great demands upon the teacher. Additional materials are needed and the tools of analysis must be provided if they are to be applied.

Summary descriptions in this category:

A. This is a fascinating book, beautifully illustrated and enriched, and well organized for both teachers and students. While it is multidisciplinary in its approach, the emphasis is primarily historical. The factors, forces and issues of the past which are presented have important relevance for the cities of today. The material is well handled and is replete with examples. The authors do an excellent job with Venice in particular. The photography and particularly the matter depicted is well done and should be a very useful teaching aid. Overall, the book has no serious flaws and does a commendable job of what the authors set out to do.

B. This entire book contains material that is currently found in most college courses on urban economics. Its coverage of issues is broad and in general well presented. There are specific errors that can be easily corrected. For example: ". . . seventy percent of the

American people live in cities . . ." should read ". . . live in metropolitan areas. . ."; the movement of textile plants to the South is not an appropriate example for the discussion of urban-suburban wage differentials; and tariffs cannot raise revenue and restrict trade at the same time. More serious criticism is called for by the statement, "Poor people are more likely to turn to crime because they need money."

Although the book contains little if any abstract theoretical analysis, it has good descriptive materials and empirical examples that should enable students to identify with the issues. It may be a bit optimistic about the future of "new towns."

C. It is difficult to evaluate this book in the same manner as others. However, in view of what the author intended, i.e., to present a guide to student inquiry, he has done an admirable job. There is a great deal in this book that pertains to material in the field of urban economics, but since so little is written, there is really nothing to criticize. The suggestions for individual discovery are excellent and cover an extremely wide variety of economic issues. The success of this book must be a function of the ability of the teacher and, to a lesser degree, the student —it cannot stand on its own. It should probably be used in conjunction with a reader on roughly the same material. It is difficult to imagine how students, out on their own, will "discover" the economic content of the projects that they are asked to do.

SECTION 5

Textbooks on World History and Cultures, World Geography, and Area Studies

The geography and area studies textbooks tend to concentrate on a specific continent and usually describe the historical background of the present economic activities and problems of each country. An inventory of the nation's productive resources, especially its natural resources, is provided as is its pattern of specialization. Major trading partners are identified, the degree of industrialization and/or urbanization is noted, and special situations such as dependence on single crops are described. There is no discussion of economic concepts like absolute and comparative advantage, savings, investment, capital formation, world markets, allocation of resources or national income, all of which could assist students trying to understand the economies of these nations.

The world history and cultures texts are multidisciplinary in approach and economic concepts receive considerable attention. The nature of economics and economists, scarcity and allocation of resources (natural, human and capital), specialization and division of labor, market prices, Gross National Product, business cycles, money, forms of business organization, labor unions, international trade, comparative advantage and economic integration are considered.

By devoting specific chapters and/or units to economics, the authors are able to develop concepts adequately before applying them to historical situations. On occasion, however, descriptions of the concepts are not complete. For example, one text defines resources so as to exclude all but natural resources. In another instance, a lucid and detailed treatment of Gross National Product and Gross National Product per Capita that involves comparisons of the performance of the United States with that of other countries and projections of such performances to the year 2000 is marred by the use of Constant Dollar Gross National Product without definition or explanation. There sometimes is not enough analysis. One text defines budgetary surpluses and deficits, relates them to a growing national debt, and then states that ". . . the danger of a large national debt is a subject that has been debated for decades and the debate continues today." At that point the analysis is dropped. The virtues of these texts outweigh such weaknesses, however.

Summary descriptions for three representative books in this category follow:

A. The authors of this text discuss economic problems, farming, land reform and the rise of industry, and general economic development. The concepts are important for developing economies. The material usually is treated systematically and understandably. However, the treatment of some issues is very sketchy and inexact. For instance, the effects of land reform are not discussed. In short, the subject matter is made interesting but is not developed in enough depth.

B. This book is essentially a series of thumbnail descriptive geographical sketches. Comparative descriptions of the major areas of Europe and Asia point out differences and similarities in natural resource endowments and their ultimate use in agriculture, trade, dairying, recreation and tourism. The material is analytical only to the extent that outputs are related to the naturally occurring inputs!

C. Many important concepts are included in this text—different economic systems, mass production, fixed and variable cost, Gross National Product, business cycles, money, labor unions, government regulation, comparative advantage, free trade and trade restrictions, exchange rates, economic integration and foreign aid. The material is systematically presented and concepts generally are excellently treated in depth. It is indeed a fine text. Its only shortcoming is that a few topics were not adequately explained—i.e., national debt and its importance; current versus constant prices for Gross National Product. The book is stimulating and well written.

SECTION 6

Conclusions and Recommendations

If the basic assumption of the study—that analysis of the textbooks used in the schools can provide an accurate indication of the nature of the economics being taught—is valid, most junior high school students will not attain a satisfactory level of economic understanding. That does not mean that they will not have learned any economics. It also does not mean that they won't know a great deal of economic history. It does mean, however, that they will know more of the "what" of American economic development and less of the "why"; that they will be better able to explain the facts of past economic issues than to analyze present ones, and that their pool of economic concepts will be incompletely understood and will have been acquired in a haphazard fashion.

The absence of sequential concept development and emphasis on economic problems of the distant past at the expense of more current issues are unfortunate. The use of concepts without defining them is a practice that can only confuse students. Incomplete or inaccurate use of concepts can produce harmful effects. The disproportionate role of description as opposed to analysis makes it unlikely that students will transfer their learning to other contexts than the ones they study. Most discouraging of all is the economic content found in the "new" books, some of which are the fruit of prestigious national social studies projects. These books are excellent texts in many ways and are, on balance, superior to what went before them. They will probably be widely used during the next decade.

The Committee strongly urges textbook publishers to continue the work many of them have begun with their elementary series. Integrated, sequential, interdisciplinary concept development should be extended into the junior high school and eventually through the senior high school. This development should be based on a carefully articulated economic model that is distinct from but related to the models of the other disciplines included in the text materials.

This next generation of textbooks will take time to develop—too long to wait for improved economics instruction. The Committee recommends that publishers provide teachers with complete and detailed descriptions of the concepts and analytical frameworks of their present texts. Special attention should be given to difficult concepts and the problems of teaching them. This information is especially crucial for inquiry-oriented texts. In those

cases where key steps in the development of concepts are missing in the texts, supplementary materials should be produced to enable teachers to fill the gaps.

In addition, the Committee recommends that the Joint Council on Economic Education and its affiliated state Councils draw upon their resources and expertise to develop supplementary materials for teachers desiring to incorporate economic concepts and analysis into existing junior high school courses. The Economic Topics series already provides such materials for senior high and college teachers of social problems and economics courses.

Finally, the Committee recommends that the thrust of in-service programs in economic education be increasingly directed toward assisting teachers to teach economics within the context of existing social studies courses as opposed to just improving the economic understanding of those teachers. The text for such a course might well be the textbook that the teacher is using with students in his courses. Implementation is more likely to occur in this context.

APPENDIX A

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APPENDIX B

Personal Data of Members of the Committee

George G. Watson, Jr., Chairman of the Committee to Examine Social Studies Materials at the Junior High School Level, is currently the Director of the Center for Economic Education at Tufts University and teacher of history and economics at Winchester Senior High School in Winchester, Massachusetts. Mr. Watson has also taught social studies at Governor Dummer Academy in South Byfield and at Weeks Junior High School in Newton, Massachusetts. He has served as consultant on economic education in the elementary schools of Lexington, in the secondary schools of Quincy, and in the Massachusetts Department of Education. George Watson has been a Program Committee member and member of the Executive Committee of the National Council for the Social Studies. He helped plan and conduct the 1972 convention of that organization, and also served as program director and co-chairman of the annual Northeast Regional Conference sponsored by the National Council for the Social Studies and the Massachusetts Council for the Social Studies. In 1971 he was elected president of the latter organization and member of the Board of Directors of the former. From 1965 to 1966, Mr. Watson was president of the Winchester Education Association, in 1969 he became a member of the Board of Directors of the Business History and Economic Life Program, Inc., and in 1971 was elected president (having previously held the position of vice-president) of the Massachusetts Council for the Social Studies. His article on the teaching of economics was published in the *New England Social Studies Bulletin* (Winter 1971). Courses developed by Mr. Watson include an advanced placement course in American History, and an economics course. He has done extensive research on economic education in Massachusetts, has conducted economic education workshops for teachers, and has served in learning laboratories and on curriculum committees.

Hossein Askari is Assistant Professor of Economics at Tufts University. He has also held positions in the Department of Economics and in the Sloan School of Management at M.I.T. Dr. Askari was the first recipient of the Doleman Prize for Teaching, Tufts University, 1971. He has been a consultant to the United Nations and to the Governor's Task Force on Energy in Maine. In 1972 he served on the New England Board of Higher Education, Summer Program. Hossein Askari has published articles in many profes-

sional journals, including the *Journal of Transport Economics and Policy*, the *National Tax Journal*, the *Sloan Management Review*, the *Western Economic Journal*, *Technology Review*, *Transportation Science*, and the *Journal of Political Economy*. He has completed manuscripts for two books and is conducting three research projects in economics. Dr. Askari received his B.S. and Ph.D. degrees from M.I.T., and attended the Sloan School of Management for one year.

Philip E. Campbell is Director of the Law in the Social Studies Program at the Lincoln Filene Center, Tufts University. A sabbatical leave from his position as social studies teacher and department chairman in the Concord Junior High School enabled him to accept this post. Before becoming a teacher, Mr. Campbell was employed in business and industry. He has been continually involved in the activities of the Lincoln Filene Center, participating in summer institutes and economics seminars. He did his undergraduate work (majoring in government and history) and his graduate work (in education) at Tufts University.

May E. Milliken, now retired, has had vast experience in social studies education. In 1971-72 she was supervisor of student teachers at Boston University and curriculum consultant for the Ipswich, Massachusetts, schools. From 1966 to 1969 she was head of the Winchester Social Studies Curriculum Council, where she helped to develop new curricula for grades K-12. From 1961 to 1969 May Milliken was Director of Social Studies, K-12, in the Winchester schools. She taught in the senior high schools of Wellesley and of Winchester from 1943 to 1969, and from 1930 to 1942 was teacher of grades seven and eight in the Melrose school system. In 1948-49, Ms. Milliken was a member of the Civic Education Project (now the Lincoln Filene Center). May Milliken did her undergraduate work at Radcliffe College, and received graduate degrees from Boston University and from Harvard. She did additional graduate work at the University of Cincinnati and at Tufts.

Daniel Ounjian is Associate Professor of Economics and Deputy Chairman of the Economics Department at Tufts University. He was Acting Chairman of that Department in 1970-71. Dr. Ounjian has also taught at Simmons College, worked as a Research Economist with the Federal Reserve Bank of Boston, served as consultant with USAID in Ethiopia, and held the position of language specialist with the United States Air Force. He is a Commissioner on the Massachusetts Consumers Council and a member of the Somerville Rent Control Board. Daniel Ounjian is author of *Long Term Public Financing of Small Corporations*, published in 1966 by the Federal Reserve Bank of Boston, and co-author of *A History of Investment Banking in New England*, published by the Bank in 1960. He did his undergraduate work in economics at Tufts University and completed his Ph.D. in economics at Harvard.